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ANNUAL REPORT

OF

B. L. Parkinson

State High School Inspector

FOR

1920-21

CHAPTER FOUR

OF

FIFTY-THIRD ANNUAL REPORT

OF

STATE SUPERINTENDENT OF EDUCATION

OF SOUTH CAROLINA

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COLUMBIA, S. C.
GONZALES AND BRYAN, STATE PRINTERS,
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FOREWORD.

The high school is a pivotal point in the State's educational system. It is at once the goal of the elementary school and the recruiting ground of the college. Its support and development are absolutely necessary and fundamental.

The activities, conclusions and recommendations of the High School Inspector are worthy of careful study. The progress of recent years has established a solid foundation for growth. More pupils must be brought into our secondary schools. Every boy and girl in the Commonwealth ought to be given a high school opportunity.

Cooperation is invited. Suggestions and criticisms welcomed.

J. E. SWEARINGEN,
State Superintendent of Education.

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REPORT

To the State Superintendent of Education:

The State High School Inspector herewith submits his Annual Report for the scholastic year ended June 30, 1921.

PART ONE[1].

General Statement.

From 1906 until July 1, 1920, the General Education Board of New York City employed a professor of Secondary Education at the University of South Carolina and lent his services to the State Department of Education as High School Inspector. Two men have occupied this joint position of Professor of Secondary Education and State High School Inspector: Mr. W. H. Hand from 1906 to 1918; Mr. J. A. Stoddard from 1918 to 1920. Beginning July 1, 1920, the General Education Board made two appropriations: One for the salary of a full time Professor of Secondary Education responsible to the Board of trustees of the University of South Carolina, and another for the salary of a full-time State High School Inspector responsible to the State Board of Education, of which the State Superintendent of Education is the executive and administrative officer. Under this new arrangement J. A. Stoddard became the full-time Professor of Secondary Education at the University and B. L. Parkinson the full-time State High School Inspector in the State Department of Education.

Distribution of High School Inspector's Time For the Scholastic Year 1920-21.

Table 1—Showing Distribution of High School Inspector's Time for the Scholastic Year 1920-21.

Number of days in office............................	167
Number of days visiting schools in South Carolina......	88

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[1] Part I has to do with High Schools for white pupils only.

Number of days visiting schools out of South Carolina	6
Number of days devoted to miscellaneous duties	25
Total number of days accounted for	286

There were 309 working days in the school year 1920-21. A surgical operation and consequent illness caused the High School Inspector to lose 23 days from his office. The 167 days spent in the office were devoted to initiating and answering correspondence, holding conferences with school officials, checking official blanks, rating high schools, issuing high school diplomas, studying educational literature and attending to various miscellaneous and occasional duties. In the office during the year about 2000 letters were written, 480 conferences held with school officials, and contents of about 700 filled-out blanks were checked, tabulated and utilized.

TABLE 2—Showing Number of High Schools Visited and Inspected.

South Carolina High Schools Visited and Inspected	93
Out-of-State High Schools Visited	6
Total number of High Schools Visited	99

Within the 88 days devoted to visiting South Carolina High Schools, 93 schools were inspected. The general plan is to devote one day to the inspection of a school, although two schools are sometimes inspected in one day and occasionally two days are devoted to the inspection of one school.

On the way to attend the sessions of the Department of Superintendents of the National Education Association in Atlantic City, the High School Inspector spent six days visiting the following High Schools:

Richmond, Va., High School,[1]
Towson, Md., High School,
Mount Holly, N. J., High School,
Long Branch, N. J., High School,
Manasquan, N. J., High School,
Red Bank, N. J., High School.

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[1] The John Marshall High School.

The purpose of these visits was to study the equipment, courses of study, administration and methods of instruction in these high schools with a view to learning their strong points.

TABLE 3—Showing Number of Days Devoted to Miscellaneous Duties.

Days attending State Teachers' Association	1
Days attending Chattanooga, Tenn., meeting of Southern Association of Secondary Schools and Colleges	6
Days attending Atlantic City meeting of the Department of Superintendents of the N. A. E.	7
Days spent in conferences with committees composed of South Carolina school officials	4
Days spent delivering addresses to South Carolina teachers and patrons	7
Total Number of Days Devoted to Miscellaneous Duties	25

EXPENSES OF HIGH SCHOOL INSPECTOR'S OFFICE.

The following amounts of money are available for meeting the operating and traveling expenses of the Inspector's office:

TABLE 4—Showing Appropriations for Operating Expenses of High School Inspector's Office.

State Appropriation	$900.00
General Education Board Appropriation	1200.00
Total Appropriations[1]	$2100.00

The total expense of all South Carolina travel for the scholastic year 1920-21 was $617.63, or $6.64 per school visited.

The expense of visiting schools and attending meetings outside of South Carolina was $338.95.

When the office of the State High School Inspector and Professor of Secondary Education at the University of South Carolina became two offices, each occupied by a full-time man, the furniture in the High School Inspector's office was taken over by the Professor of Secondary Education and removed to the University. This necessitated the complete furnishing and equipping of the High School Inspector's office at a cost of $859.86, which was furnished in full from the appropriation made by the General Education Board.

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[1] This does not include salaries of High School Inspector and the stenographer in his office.

How High Schools are Inspected.

It is the policy of the High School Inspector to notify the High School Principal in advance of a prospective visit. In making the inspection the school plant is studied to determine whether or not it meets the best standards of school hygiene and sanitation and if it is adapted to the uses of secondary education. Inspection also includes a study of the administration of the high school. Under this study comes records, daily schedule, supervision, plans for improving the teaching staff, courses of study, classification of pupils, athletics, direction of janitor's work, and methods of securing and distributing school supplies.

Inspection of the high school also includes an observation of each high school teacher's instruction to determine as nearly as possible its quality and effectiveness. The following is a copy of a questionnaire or form worked out and used by the Inspector in his inspections of 1920-21.

SCHOOL .... Date visited ....

Physical—Grounds—Relative position .... Size ....
Drainage .... How kept ......
Buildings—Size .... Shape ....
Material .... Rooms ....

Hygiene and Sanitation— ....
Orientation ....
Fenestration ....
Halls .... Cloak-rooms .... Locker-rooms.........
Toilets .... Teachers' rest rooms ....
Ventilation .... Heat ....
How swept .... How dusted .... How kept........
Desks .... Blackboards .... Floors............
Water supply and fountains ....

Playgiound—Directed recess play ....
Effective program of physical activities ....
Building and grounds conform to best standards of hygiene and health.

Medical inspection .... Health instruction ....

Aesthetic—
Lines of buildings ....Grounds ....
Walks ....Flowers ....Trees ....

Interior—Classroom colors ....
Pictures on classroom walls ....

Auditorium—Busts ....Casts ....Statuary ....
Potted or boxed plants or flowers ....

Equipment—..
Library ....Number of books........Special room ....
Scientific Laboratory ....
Scientific equipment ....Laboratory materials ....
Domestic Science ....Domestic Art ....
Commercial ....Manual Training................

Administration—3-year High School ...4-year High School...
Studies per pupil ....
Program of studies ....Groups of studies ....
Daily schedule ....Supervised study ....

Records—System ....
Teachers' Registers ....How kept ....
Permanent ....Date back ....
Individual System ....
Who administers high school ....
What latitude does Principal have ....
How much time does Principal or Superintendent give daily to supervision of high school instruction ....
Does Principal have separate office ....
Equipment ....Appearance ....
Is Superintendent's office in high school building ....
Equipment ....Appearance ....
Grades other than high school in building ....
Elementary grades overcrowded ....
Elementary grades well housed ....
Teachers' professional study circle ....
Written course of study ....Lesson plans required ....
Teachers' rating sheet used ....
Any pupils' intelligence tests used ....
Any pupils educational tests used ....
Daily assembly ....Nature ....Who conducts ....
Any student participation in administration ....
Any teacher participation in administration ....

Principal or Superintendent attend State Teachers' Association ....
Principal or Superintendent attend N. E. A....................
Principal or Superintendent attend Summer Schools...........
Magazines read by Principal ....
Magazines read by Superintendent ....

Janitors—Full-time ....Number ....Who supervises........
Age ......Attitude ....Clean ....How dressed ......
Does janitor receive professional training either thru direct instruction from Superintendent or Principal or thru course in reading? ....
Working tools ....Results of work ....
Extra curricular activities

Grades:	8	9	10	11
Boys present	-	-	-	-
Girls present	-	-	-	-

Minimum number instructed by one teacher ....
Does school serve community ....
Spirit of School—
Shown in classroom ....
Shown in study-hall and in passing ....
Shown between Principal and teachers...............

Teachers—
College ....Degree ....Certificate ....
Studies taught ....
Work observed ....Pupils ....Time ....
Personality ....
Character of teaching ....Order ....
Summer School ....
Magazines ....
Daily or weekly written plans ....

Written Report to School Officials—

Each item on the questionnaire is checked in writing during the inspection, which is always followed by a conference with the administrative officer of the high school. In this conference. answers made by the Inspector to the questionnaire are discussed with the high school principal and plans for strengthening weak points of the school are usually projected. Frequently after an inspection the high school principal invites the Inspector to meet and confer with members of the board of school directors or with the high school teaching staff, and sometimes with both of these bodies.

After he returns from an inspection to his office, the Inspector writes a letter setting forth his findings and making recommendations for the future to the secretary of the school board and sends a copy of this letter to the high school principal. The questionnaire is kept as a part of the high school record.

NUMBER AND DISTRIBUTION OF HIGH SCHOOLS FOR WHITE CHILDREN.

TABLE 5—Showing Number of Different Kinds of White High Schools in South Carolina[1].

Schools qualifying for the first time as high schools in 1920-21	20
Schools qualifying for the first time as centralized high schools in 1920-21	4
Total number of centralized high schools	9
Number of 8-month high schools	12
Number of 9-month high schools	136
Number of 3-year high schools	73
Number of 4-year high schools	75
Number of 2-teacher high schools	44
Number of 3-teacher high schools	41
Number of 4-teacher high schools	27
Number of 5-teacher high schools	13
Number of 6-teacher high schools	7
Number of 7-teacher high schools	3
Number of 8-teacher high schools	2
Number of 9-teacher high schools	1
Number of 10-teacher high schools	2
More than 10-teacher high schools	8
Total number of high schools	148

To qualify as a high school under the State Law of South Carolina, a school must have an enrollment of 25 pupils above the 7th grade, employ two full-time teachers for instruction above the 7th grade, levy a local school tax of at least 4 mills for support of the school, and comply with the high school regulations as fixed by the State Board of Education.

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[1] For rating of South Carolina High Schools in standard units and their classification according to work done, see the High School Inspector's Rating Sheet for 1921. This may be secured from the State Department of Education, Columbia, S. C.

A centralized high school is a high school supported by three or more districts co-operating to maintain one high school.

An eight-months high school is in session only 32 weeks in the year. A nine-months high school is in session 36 weeks in the year.

A three-year high school offers only 8th, 9th and 10th grade instruction to its pupils, while a four-year high school offers 8th, 9th, 10th and 11th grade instruction to its pupils.

A two-teacher high school is a high school with 2 full-time teachers above the seventh grade.

TABLE 6—Showing One Year's Increase in Four-Year High Schools in South Carolina.

Number of 4-year high schools in the school year 1919-20	54
Number of 4-year high schools in the school year 1920-21	75
Percentage of increase in 4-year high schools in one year	38.88%

TABLE 7—Showing Comparison of per cent. of Four-Year High Schools in South Carolina and in the United States.

Per cent. of 4-year high schools in South Carolina	51%
Per cent. of 4-year high schools in the United States	76%

This table shows that while 51 out of every 100 high schools in South Carolina offer four years of training, 76 out of every 100 throughout the United States offer four years of training to their pupils.

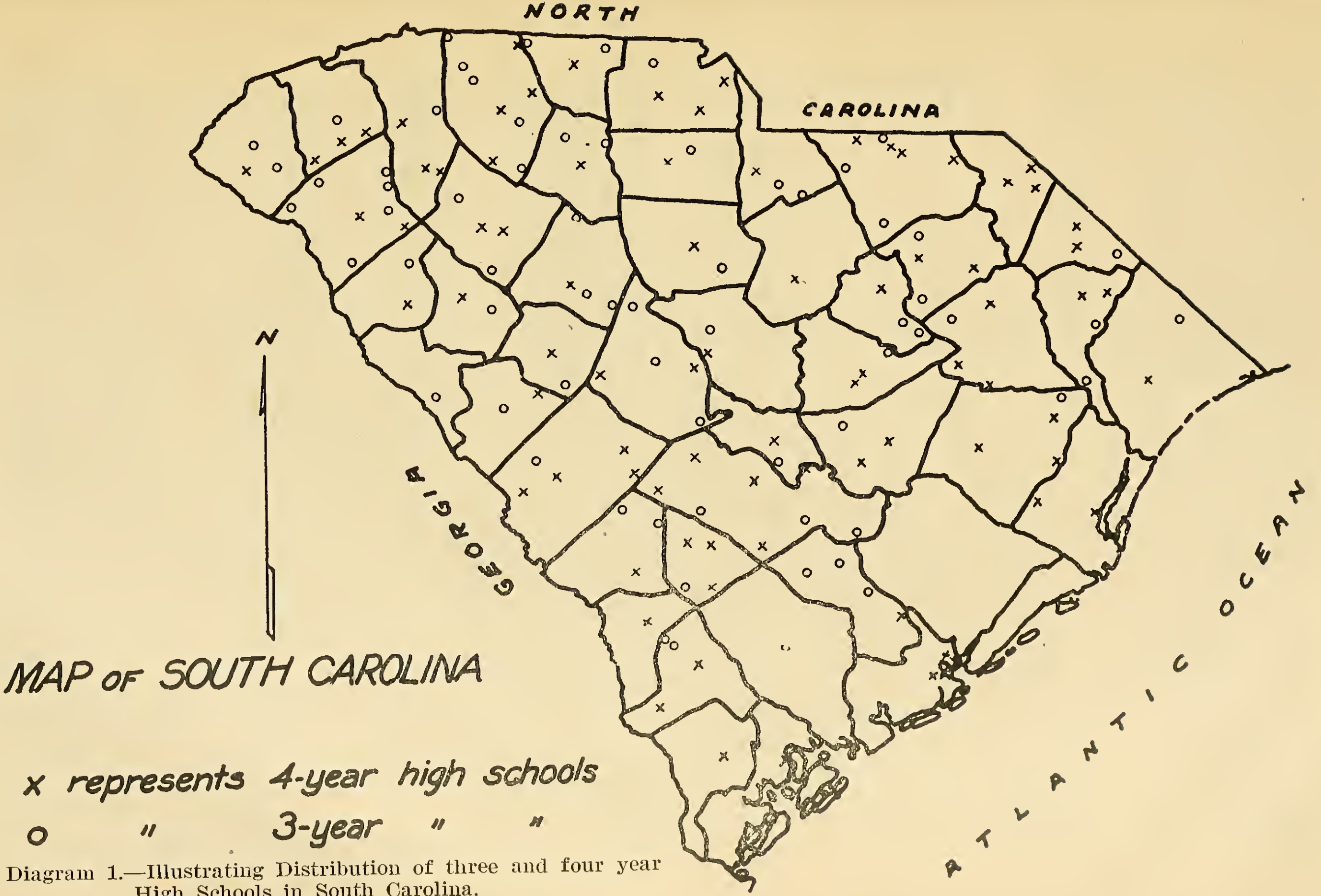

Diagram 1.—Illustrating Distribution of three and four year High Schools in South Carolina.

THE WHITE SECONDARY SCHOOL POPULATION OF SOUTH CAROLINA AND HOW IT DISTRIBUTES ITSELF.

TABLE 8—Showing Estimated Number of White Children Eligible for High School Instruction, and the Number and Percentage Actually in Attendance upon High Schools in the Year 1920-21.

	Boys	Girls	Total
Estimated number of children of high school age in South Carolina in 1920-21	33,940	33,416	67,356
Number of children actually enrolled in high school in 1920-21	5,954	8,001	13,955
Percentage of children eligible to attend high school actually enrolled in 1920-21	17.5%	23.0%	20.7%

The school census of South Carolina includes 13-year old children only, there being no school census figures for children 14 years of age and older. The 1920 school census shows that there were 8,485 white boys and 8,354 white girls 13 years of age in the state when it was taken. Since the legal age for entering elementary schools of South Carolina is six years, and since there are seven years work in elementary grades, the natural age for first year high school pupils is 14 years. Consequently the ages of 14, 15, 16 and 17 may be considered the high school ages for South Carolina boys and girls.

It is reasonable to suppose that there are about as many 14-year old boys and girls in the state as there are 13-year old boys and girls, and that there are as many 15-year old boys and girls as there are 13-year old boys and girls.

This assumption ought also to be fair for boys and girls 16 and 17 years of age. Granting this assumption, the number of boys and girls eligible to high school training, or the secondary school population of South Carolina, is four times the number of 13-year old children in the state.

Since the 1920 census shows that there were 16,839 13-year old children in the state in 1920, multiplying this by 4 has given the estimated number of children eligible to high school instruction, or the secondary school population of the state in the school year 1920-21. These are the figures that appear as the first item of Table 8. This table shows that 53,401, or 79.3% of the white boys and girls of the state, who are entitled to high school instruction are not enrolled in high school. Diagram 2 shows this.

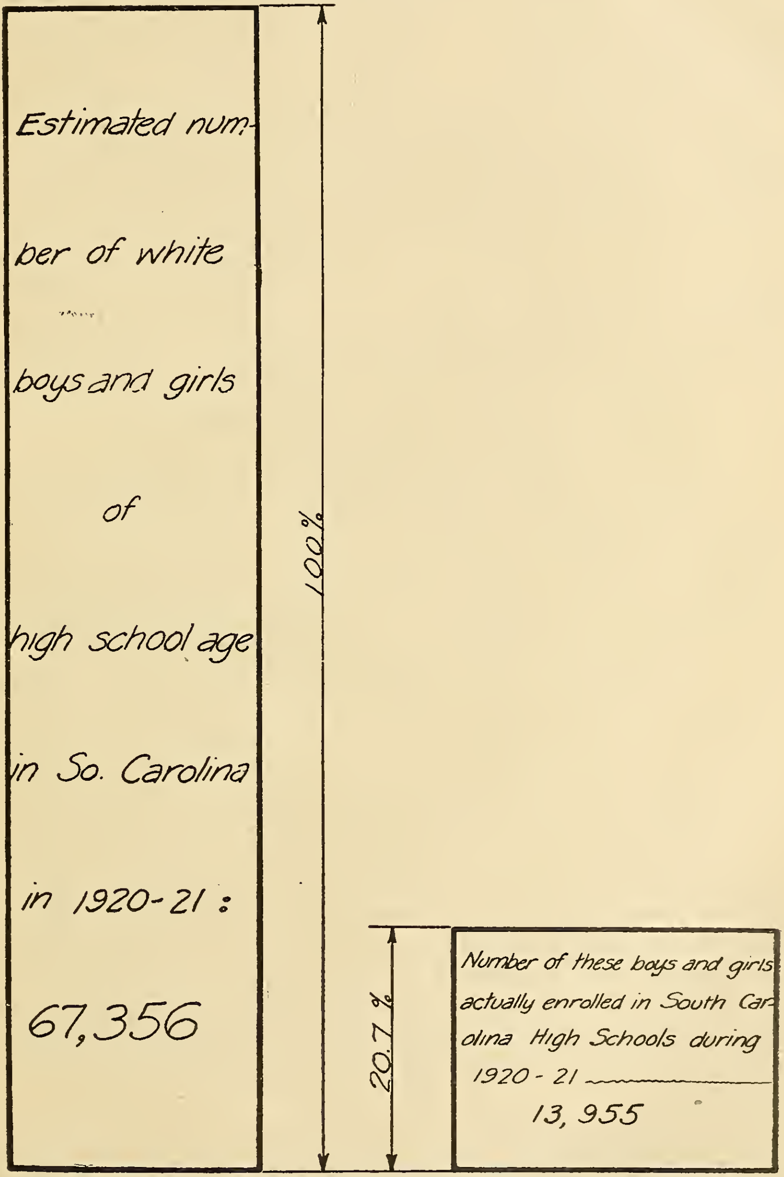

Diagram 2.—Illustrating the ratio of white boys and girls in the State of high school age to high school enrollment.

TABLE 9—Showing Attracting Power and Holding Power of High Schools.

Grade	Year	Total State Enrollment	Per cent of 7th Gr. enrolling in each successive H. S. grade.	Per cent. of 8th Gr. enrolling in each successive H. S. grade
In all 7th grades, in	1916-17	7 875		
In all 8th grades H. S.	1917-18	4 435	56	
In all 9th grades H. S.	1918-19	3 014	38	67.9
In all 10th grades H. S.	1919-20	2 722	34	61.3
In all 11th grades H. S.	1920-21	1 427	18	32.1

This table shows that high schools of the state enrolled in their first year, 1917-18, only a little more than half of the pupils enrolled in the 7th grade in 1916-17. In other words 44% of the pupils who reached the highest grade of the elementary schools did not enroll in the high schools. Some pupils who reach the 7th grade do not live within easy traveling distance of a high school; some feel that they must go to work when the 7th grade is finished. *Could the equipment, organization, administration, and instruction of the high schools be readjusted in such a manner as to attract more of the pupils reaching the highest grade of the elementary school into the high school?*

A study of Table 9 shows that 32.1% of the children who entered the 8th grades of high school in 1917-18 did not enroll in the 9th grades the next year; that there was an elimination in passing from 9th to 10th equal to only 6.6% of the 8th grade enrollment, and that there was an elimination in passing from 10th to 11th grade of 29.2% of the 8th grade enrollment. *If the 8th grade of study were reorganized so as to give a richer content to its subject matter and a different type of instruction from that now prevailing would almost one-third of the pupils entering the 8th grade drop out of school before they entered the 9th grade?* A further study of the table shows that almost all of the children who enrolled in the 9th grade continued in school until they were enrolled in the 10th grade. There is an explanation of the heavy elimination between the 10th and 11th grades. The explanation is that 645 pupils, 14.5% of the 8th grade enrollment, graduated from 61 3-year high schools and therefore did not continue their high school training. Consequently it may be said that only 14.7% of the 8th grade was eliminated between the 10th and 11th grades without some kind of certificate of graduation.

It is probably profitable to account for the pupils enrolling in the 8th grade in 1917-18 and who have entered college since that time. Through the cooperation of the High School Principals.

there is available a list of the names of the pupils going to college from each grade.

TABLE 10—Showing the Number of Pupils Enrolling in High School in 1917-18 Who Have Gone to College.

Entering College from the 9th grade, in 1919,	26
Entering College from the 10th grade, in 1920,	418
Entering College from the 11th grade, in 1921,	460
Total,	904

By combining the facts given in Tables 9 and 10 it may be shown that a fraction more than 20% of the pupils who enrolled in the 8th grade of the high school in 1917-18 actually entered college. Diagram 3 shows this.

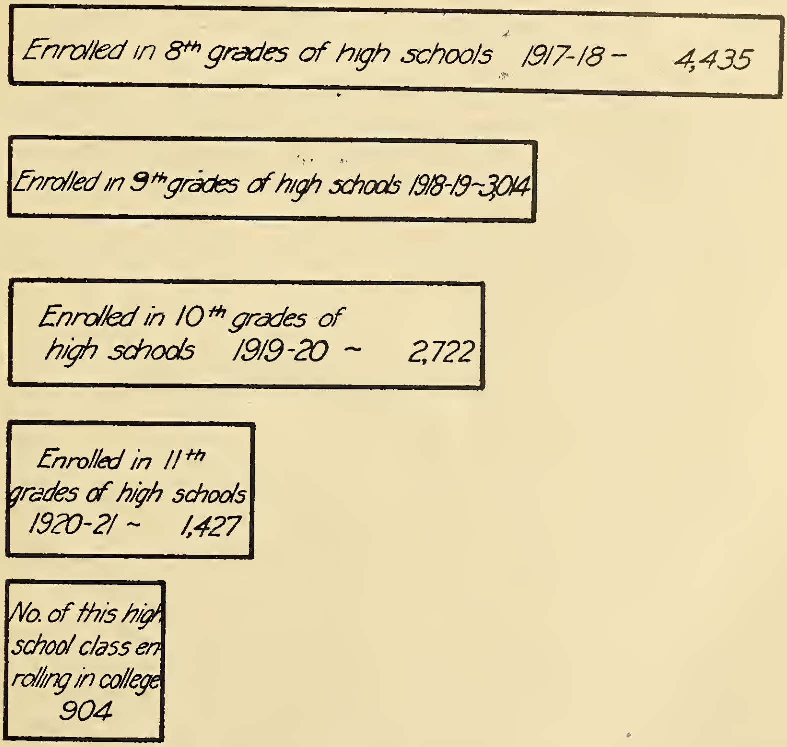

Diagram 3.—Illustrating the holding power of South Carolina High Schools for white children.

Table 10 shows further that about 49% of these pupils who entered college entered with less than 11th grade preparation. Since the progress of a group of children entering the 8th grade of high school in 1917-18 has been traced and it has been discovered that only one-fifth of these children have entered college, *is it fair to say that the principal function of South Carolina high schools is to prepare for college?*

TABLE 11—Showing Five Year Growth of High School Enrollment.

Year	Boys	Girls	Total
1916-17	4,709	5,918	10,627
1917-18	3,783	5,279	9,062
1918-19	4,194	6,227	10,421
1919-20	5,182	7,372	12,554
1920-21	5,954	8,001	13,955

The significant thing about this table is that during the years of the United States' active participation in the World War, the South Carolina High School Enrollment was reduced, and that in 1920-21 the enrollment of the State's high schools was 31% greater than in 1916-17.

The high school enrollment by grades for the school year 1920-21 is given in Table 12.

TABLE 12.—Showing the White High School Enrollment for 1920-21 by Grades and the Per Cent of the Total High School Enrollment in Each Grade.

8th Grade Enrollment	Per cent enrollment in 8th Grade.	9th Grade Enrollment	Per cent enrollment in 9th Grade.	10th Grade Enrollment	Per cent enrollment in 10th Grade	11th Grade Enrollment	Per cent enrollment in 11th Grade
4 998	35.8	3 801	27.2	3 999	28.6	1 157	8.4

While the per cents of the total high school enrollment in the 8th, 9th, 10th and 11th grades of South Carolina High Schools are 35.8, 27.2, 28.6, and 8.4 respectively; the per cents of the total high school enrollment in the above named grades for the country as a whole are 39.8, 26.9, 18.8, and 14.5 respectively.

In the white high schools of South Carolina there are 16.1 children enrolled to every thousand of white population, while the total high school enrollment for the country as a whole is 15.6 for each thousand of the total population.

SCHOOL PLANTS.

Only 21 of the 148 white high schools of the state are housed in school plants separate from the elementary grades. Only 10 of these separate high school plants were designed with a view to meeting the needs of secondary instruction. To meet the needs of secondary instruction a school plant should provide play grounds, inside play space in the form of a gymnasium, laboratories and special rooms in which to teach the sciences, English, history, and vocational subjects, special study rooms, library and reading room, locker rooms, teachers' rest rooms, toilet rooms, and an auditorium.

Measured by these standards, there are probably only five or six high school plants in the State of South Carolina. One hundred twenty-seven of the high schools of the state are housed in buildings with elementary grades, where the school plant usually consists of a number of classrooms, cloakrooms, an auditorium, and one or more corridors grouped under the same roof.

TABLE 13—Showing What the High School Principals Say the Science Equipment, Vocational Equipment, and Maps and Charts in Their Respective Plants are Worth.

SUBJECT	No. Equipment	Less than $50	$50 to $99.	$100 to $199.	$200 to $299.	$300 to $399.	$400 to $499.	$500 and over.
Pysics	92	6	2	31	13	6	3	6
Chemistry ..	104	13	3	17	4	2	0	4
Biology	100	27	7	9	4	0	0	0
Gen'l Science	101	19	5	16	5	0	0	0
Dom. Science	101	6	1	9	9	3	5	13
Dom. Art...	120	2	2	9	5	4	2	3
Agriculture .	102	7	4	15	11	3	1	4
Manl. Trng..	122	4	2	3	2	2	1	11
Commercial .	131	0	0	1	1	3	0	10
Maps and Charts	15	48	26	38	13	3	1	3
Number of .	1-100	To 200	To 300	To 400	To 500	To 600	To 700	Over 700
Books	33	27	23	19	8	11	9	16

There are only 48 High Schools in the state where General Science is not taught, but there are 101 High Schools that have no apparatus for teaching General Science, and 19 High Schools that have less than $50.00 worth of apparatus for teaching General Science. So that the reader may compare the number of schools offering the different natural sciences with the ones that have no adequate equipment according to Table 13, the facts in Table 14 are given.

TABLE 14—Showing Number of High Schools Offering Each Natural Science and value of Minimum Laboratory Equipment Suggested for Each of these Sciences by the State Department of Education.

SUBJECT:	Number Schools Offering Subject.	Value of Minimum Apparatus Suggested.	Number Schools teaching subject with inadequate apparatus.	Percentage teaching with inadequate apparatus.
General Science	99	$ 72.89	73	73.7
Biology	78	162.30	65	83.3
Physics	57	299.85	42	73.6
Chemistry	41	160.72	31	75.6

Last year a minimum and a desirable list of apparatus for teaching each natural science in the State High School course of study was worked out and printed. It is from these lists that the figures in the *Minimum Apparatus Suggested* column were secured. By consulting Table 13, the reader can find how many schools have the minimum or more than the minimum equipment for each science. By subtracting the number having adequate equipment from the total number offering a given subject, the number offering a subject without adequate equipment according to the printed list approved by the State Board of Education is secured.

Tables 13 and 14 show that a large per cent. of the High Schools which offer natural science have inadequate laboratory equipment for teaching it.

Schools which qualify for Smith-Hughes aid in Agriculture, Domestic Science and Domestic Art are fairly well equipped for offering these subjects.

Only 10 high schools in the state offer Manual Training. and the equipment in most of these schools is satisfactory.

Thirty-eight high schools offer commercial subjects. The amount of equipment required for teaching these subjects depends largely upon the number of pupils in the commercial classes; but the information available indicates that in at least 28 of the 38 schools offering commercial subjects the equipment is inadequate.

The information given in Table 13 about maps and charts and books is for all grades in the school system. For this reason it is difficult to say how many high schools are adequately equipped with maps and charts and well supplied with usable books for the library. Generally speaking, however, the maps and charts available for teaching high school subjects are inadequate in a great majority of the high schools.

It is believed that somewhat detailed information as to the high school plants, their relative location in the town, the size of the grounds on which they are located, the facilities for making them hygienic and sanitary, their furniture and fixtures, will be profitable to readers of this report. For this reason detailed information is given concerning the above named features of 63[1] High Schools visited by the High School Inspector in 1920-21.

TABLE 15—Showing Size, Relative Location, and Condition of Sixty-three High School Grounds

Number of School Grounds Under Each Heading	Size of Grounds			Location		How Kept.		
	Less than 1 A.	1 to 3 acres	More than 3 As.	Centrally.	On the margin of town	Unkempt	Not Littered	Impvd. and well kept.
	16	31	16	21	42	32	23	8

Seven of the 16 schools having more than 3 acres in their grounds have only 4 acres. This shows 1/7 of the 63 schools in question are located on grounds of more than 4 acres, while 1/4 of them are located on grounds of less than one acre.

A centrally located school is a school located about the center of the town in which it is situated. A school located on the margin of the town is one located away from the center of population and on one edge of the town. It is interesting to note that the prevailing practice in these 63 towns is to locate the school building away from the center of the town and where there is a minimum of noise, dust and disturbance.

More than half of these 63 school grounds are in an unkept condition. This means that in addition to being littered with trash, they are as Nature left them as regards rocks, gullies, weeds, etc. The 23 yards that are reported as "Not littered" have no paper and trash scattered on them, but they present an uncultivated, unimproved, rough, unattractive appearance. The eight school yards that are reported clean and well kept not only have no paper and rubbish scattered upon them but are improved and made beautiful with trees, grass, flowers and shrubs grouped with artistic effect but without interfering with the pupils' playground or with the lighting of the building.

---

[1] Table 2 shows that 93 South Carolina High Schools were visited within the school year. Twenty of these were schools applying for State aid for the first time and it was thought best not to give detailed information about these school plants. Two were colored schools and are therefore not included in this group. Facts about the physical conditions of the first eight schools visited within the year were not recorded on questionnaire forms similar to the ones exhibited on pages 8 and 9 of this report and for this reason are not now available. The elimination of the above named 30 schools leaves facts available for 63 of the schools visited.

TABLE 16—Showing number of High Schools that have Adequate, Fair, and Inadequate Play Space.

	Adequate	Fair	Inadequate
Number of Schools	6	20	37

According to the standard set by the American Physical Education Association a minimum of three acres of available play space are required for adequate play space for any school. The National Education Association has fixed 272 square feet per child as a minimum. According to this same organization, "A playground is not a luxury but a necessity. A school without a playground is an educational deformity and presents a gross injustice to pupils."

Fair play-space is enough for pupils to engage in some of the popular games but not enough space on which all of the pupils of the school may engage in approved games at the same time. *Inadequate play-space* means either no play-space at all or space unsuited for the uses of play because of roughness or smallness.

"Do building, grounds, and equipment conform to best standards of school hygiene and sanitation?" is a question that appears in the Inspector's questionnaire. Concerning the 63 schools in the group now being considered, this question was answered as follows:

Yes—12.

No—51.

A statement of "best standards" may be found in Dresslar's "School Hygiene," and Ayers' "Healthful Schools," or in a Report by the Joint Committee on Health Problems in Education of the National Council of the National Education Association and of the Council on Health and Public Instruction of the American Medical Association. Some of the standards are set forth in "Ten Sanitary Commandments for Rural Schools" and are as follows:

1. Heating by at least a properly jacketed stove. (No unjacketed stove to be allowed.) Avoid overheating. Temperature should never go above 68 F. There should be a thermometer in every room.

Ventilation by open windows when weather permits and by opening of windows at frequent intervals even in winter.

2. Lighting from left side of room (or from left and rear) through window space at least one-fifth of floor space in area.

3. Cleanliness of school as good as in the home of a careful housekeeper.

4. Furniture sanitary in kind, and easily and frequently cleaned. Seats and desks adjustable and hygienic in type.

5. Drinking water from a pure source provided by a sanitary drinking fountain.

6. Facilities for washing hands, and individual towels.

7. Toilets and privies sanitary in a type and care (with no cesspools unless water-tight) and no neglected privy boxes or vaults.

8. Flies and mosquitoes excluded by thorough screening of school house and toilets.

9. Obscene and defacing marks absolutely absent from school house and privies.

10. Playgrounds of adequate size for every rural school.

An analysis of the hygienic and sanitary conditions of the group of 63 schools under consideration follows:

	Satisfactory	Unsatisfactory
Orientation	26	37
Fenestration	18	45
Toilets	21	42
Cloak-rooms	30	33

In only 9 of the 63 schools were there any kind of teachers' rest rooms.

The manner of heating these 63 schools is as follows:

By un-jacketed stoves	33
By jacketed stoves	1
By hot-air furnaces	9
By steam radiators	20

The source from which and the manner in which these 63 high schools secure their water supply is as follows:

From city pipes	33
From bored wells	20
From dug wells	10
From sanitary drinking fountains	36
From buckets or cups	27

The janitor service in these 63 schools is rendered as follows:

By full-time paid janitor	33
By part-time paid janitor	6
By paid pupil janitors	4
By pupil volunteers	20

The result of the work of these janitors may be summed up as follows:

Those keeping a clean house	23
Those keeping a fairly clean house	15
Those allowing the house to go unkept and dirty	25

Of these 63 schools, 16 use composition blackboards, 15 use slate blackboards, and 32 use hyloplate blackboards. In thirty of these 63 schools the blackboards were unsatisfactory in that there was either inadequate blackboard space or the blackboard space in existence was in bad order. In sixteen of these 63 schools the desks were in bad order, and in only 5 of these were adjustable desks used. In eighteen of these 63 schools there were pictures on the walls of the class rooms, and in ten of them potted or boxed plants or flowers in the class rooms.

The conditions as to ventilation in these 63 schools may be set forth as follows:

By fan system	5
By gravity system	4
Through windows	54

What do South Carolina High School Pupils Study and how do they Distribute Their Time Among These Subjects?

Table 17—Showing Number of High School Pupils in South Carolina Enrolled in Each Subject Offered in the High School Program of Studies.

Name of subject	Number of Pupils Enrolled.	
English I	4,892	
English II	3,553	
English III	2,770	
English IV	1,154	
Total taking English		12,369
Ancient History	3,745	
Modern History	2,959	
American History	2,174	
English History	853	
Total taking History		9,731
Arithmetic	4,865	
Algebra	9,979	
Plane Geometry	3,019	
Solid Geometry	868	
Total taking Mathematics		18,713
Botany	130	
General Science	2,709	
Biology	1,704	
Chemistry	709	
Physics	1,010	
Physical Geography	419	
Commercial Geography	631	
Physiology	340	
Total taking Science		7,652
Beginner's Latin	3,738	
Caesar	2,296	
Cicero	1,093	
Virgil	308	
Total taking Latin		7.435

Agriculture	765	
Domestic Science	1,200	
Domestic Art	876	
Manual Training	650	
Stenography	331	
Typewriting	232	
Bookkeeping	252	
Commercial Law	47	
Total taking Vocational subjects		4,353
French	2,020	
Spanish	90	
German	9	
Total taking modern language		2119

TABLE 18—Showing Number and Per Cent. of High School Pupils of State Taking Each Subject.

Subject	Number Taking	Per Cent. Taking.
Mathematics	18,731	142
English	12,369	93.8
History	9,731	74
Science	7,652	58
Latin	7,435	56.3
Vocational	4,353	33.7
Modern Language	2,119	16
Physical Education	400	.3

This summary shows that mathematics ranks first in number of pupils taking it. In fact 142%, according to this tabulation, take mathematics. This is explained by the fact that 100% of all high school pupils carry one subject in mathematics and 42% of the high school pupils of the state carry two subjects in mathematics at the same time. The duplications are Algebra and Arithmetic in the first year of high school, Algebra and Geometry in the third year of high school, and sometimes a duplication of Geometry and Arithmetic in the fourth year of high school.

There are no well organized courses in physical education offered in South Carolina high schools, but the 400 pupils reported as taking physical education have regularly systematized daily setting-up exercises.

TABLE 19.—Showing Total Number of Periods Devoted to Each Subject Daily by South Carolina High School Pupils, and the Per Cent. of Time Devoted to Each Subject Daily.

SUBJECT	Total Daily Periods	% of Daily Time
Mathematics	825	24.6
English	631	18.8
Latin	506	14.6
History	471	14.4
Natural Science	404	12.0
Vocational	379	11.2
Modern Language	139	4.1
Physical Education	10	.3

Forty or forty-five minutes devoted to a subject daily constitutes a period. Subject is used in a comprehensive sense in this table. For instance: Mathematics includes Arithmetic, Algebra, Plane and Solid geometry; Natural Science includes General Science, Biology, Chemistry, Physics, and other natural sciences sometimes taught in high schools.

With the subjects arranged in rank order according to the daily time devoted to each, as they are in this table, it will be noted that mathematics heads the list, with physical education at the bottom, and with natural science and history occupying median positions. *Is this the best distribution of the high school pupils time? Can it be justified?*

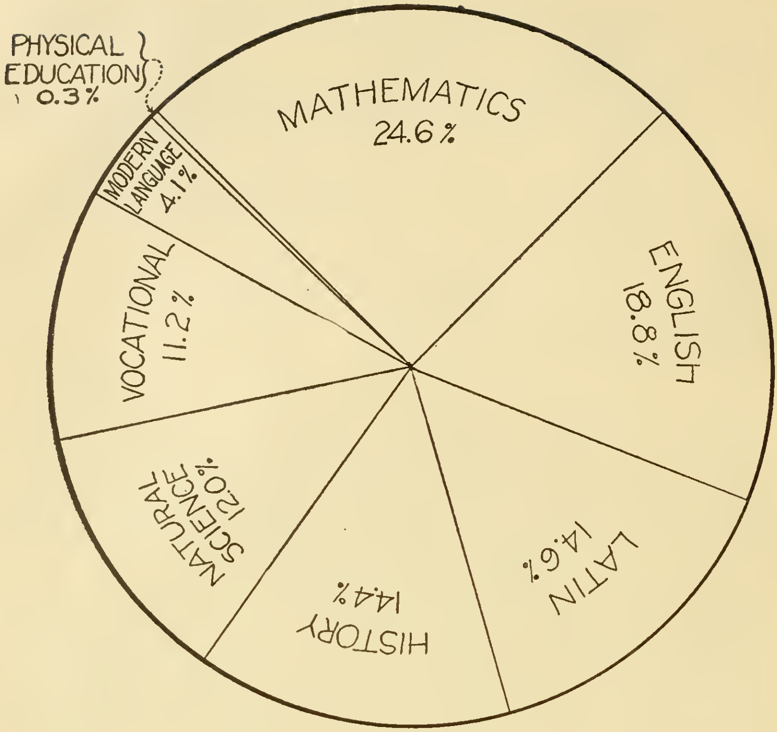

Diagram 4.—Illustrating per cent. of total teaching time devoted to each high school subject in all white high schools of the State.

TEACHING STAFF IN SOUTH CAROLINA WHITE HIGH SCHOOLS.

TABLE 20—Showing the Number and Percent. of Men and Women Teaching in South Carolina High Schools.

	Number Women	Per cent. Women	Number Men	Per cent. Men	Total Number Men and Women
Teachers in South Carolina High Schools	451	68	214	32	665

While the per cent. of women and men teaching in South Carolina High Schools is 68 and 32 respectively, in the High Schools throughout the United States the proportion is 66 and 34 respectively.

The average enrollment or teaching load per teacher in South Carolina High Schools is 20.9 pupils, while the teaching load per teacher throughout the United States is 20.3 pupils.

TABLE 21—Showing the Number of South Carolina High School Teachers Holding Baccalaureaute, Advanced, and no College Degrees.

	No. Degree	Bach. Degree	Advanced Degrees	Total	Per cent. with Degrees
Number of Teachers	114	513	38	665	83

This table shows that only 17% of the teachers in South Carolina High Schools have less college training than a Bachelor's degree. All high school teachers are required to hold a first grade certificate.

TABLE 22—Showing from what Colleges South Carolina High School Teachers Secured their Degrees.

Winthrop College	Number of Degrees	120
University of South Carolina,	Number of Degrees	37
Wofford College,	Number of Degrees	37
Newberry College,	Number of Degrees	30
Clemson College,	Number of Degrees	28
Furman University,	Number of Degrees	27
Converse College	Number of Degrees	25
Greenville Womans College,	Number of Degrees	25
Limestone College,	Number of Degrees	23
Columbia College,	Number of Degrees	22
Lander College,	Number of Degrees	20
Coker College,	Number of Degrees	16
The Citadel,	Number of Degrees	15
Memminger,	Number of Degrees	15
Due West College,	Number of Degrees	15
Chicora College,	Number of Degrees	11
Presbyterian College,	Number of Degrees	9
Anderson College,	Number of Degrees	9
Erskine College,	Number of Degrees	9
College for Women,	Number of Degrees	5
Summerland College	Number of Degrees	5
College of Charleston,	Number of Degrees	5
Degrees from out-of-State Colleges		67

A study of the catalogues of the above named colleges shows that only six of them require courses in education for graduation and that only 213 high school teachers in the state graduated from these six colleges. This means that only 30 per cent. of the high school teachers of the state were educated in institutions requiring some training in education. However, some teachers have taken courses in education in Summer Schools for Teachers.

TABLE 23—Showing Number of South Carolina High School Teachers Who Have and Who Have Not Attended Summer Schools for Teachers.

Number of teachers who have attended no Summer School	487
Number of teachers who have attended one Summer School	158
Number of teachers who have attended two Summer Schools	16
Number of teachers who have attended three Summer Schools	4

An examination of the records shows that 55 of the teachers who have attended Summer Schools graduated from colleges that require courses in education. Subtracting 55 from 178 gives 123, which is the additional number of high school teachers who must have had some professional training.When 123 is added to 213, the number who graduated from colleges requiring courses in education, the sum is 336. And this is the number of high school teachers who must have had more or less professional training. Of course it was possible for more of the remaining 329 high school teachers to have secured some professional training in the institutions from which they graduated. As the records stand now, however, there is positive proof that less than 51% of the high school teachers of the state have had professional training.

Table 24—Showing Years of Teaching Experience Which South Carolina High School Teachers Have Had.

Fifteen or more years of experience	106
Three years of experience	90
One year of experience	82
Two years of experience	63
Five years of experience	58
Four years of experience	51
No years of experience	51
Six years of experience	37
Seven years of experience	34
Ten years of experience	33
Eight years of experience	23
Nine years of experience	16
Twelve years of experience	7
Fourteen years of experience	7
Eleven years of experience	5
Thirteen years of experience	2

An examination of this table shows that 285, or 42% of South Carolina high school teachers have had less than four years of experience. Nor is the experience indicated in Table 24 necessarily in the same high school. A teacher may be credited with three years experience when she has taught one year in each of three different high schools. As a matter of fact the records show that in 1920-21 there were 343 South Carolina High School teachers teaching for the first year in the positions which they were occupying that year. In other words 51% of the teaching positions in South Carolina High Schools were occupied in 1920-21 by teachers who had not had previous experience in the high schools where they were teaching. Would this not seem to indicate a somewhat uncertain and short tenure for South Carolina High School teachers?

The class-room work of 329 high school teachers was observed in 1920-21. The following tabulation shows what was taking place in the 329 class-rooms visited.

Table 25—Showing How 329 High School Teachers Were Using Their Time When Visited by the Inspector.

How Occupied:	Number of Teachers:
Not teaching	134
Conducting purely memory-testing recitations	80
Lecturing to class	55
Assisting class to organize facts and to do constructive thinking concerning the theme under consideration	37
Conducting drill recitation	15
Conducting laboratory exercises	8
Total	329

Ninety-nine of the 134 teachers who were not teaching when visited were conducting written lessons. In ninety of these written lessons the Inspector was able to discover no object, aim or purpose.

In twenty classes where the teacher was not teaching she was conducting a test according to a previously arranged schedule.

In fifteen class-rooms visited when the teacher was not teaching she was "keeping order" during a study period.

In the eighty class-rooms where purely memory testing lessons were being conducted, the teacher, without any effort to organize the material in the text-book, was asking questions from the text-book to determine whether or not the pupils could remember, reproduce and recite the facts from the text-book assignment.

In the fifty-five class-rooms where the teacher was lecturing, the teacher was the center of activity and some of the classes had assumed a receptive attitude.

In the thirty-seven class-rooms where the teacher was directing the thinking of the class and assisting them in the organization of available material, some of which was in the text-books, there were order, system, and easily recognized objectives.

Seven of the drill lessons were in Latin; eight in mathematics. All had been well planned. Four of the laboratory lessons were in cooking and four in science.

The reader can form his opinion of the usefulness of the instruction being given by these 329 *high school teachers.*

The Inspector secured answers of 300 high school teachers whose class-rooms he visited to the following questions:

> Did you attend Summer School for Teachers in 1920?
> Do you subscribe for and read one or more professional or teachers' magazines?
> Do you make daily or weekly written lesson plans?

The answers to these questions may be tabulated as follows:

TABLE 26—Showing Number and Per cent. of South Carolina High School Teachers Visited in 1920-21 Who Say They Do and Do Not Attend Summer School, Read Professional Magazines, and Make Written Lesson Plans.[1]

Question	Yes	No	% Yes
Do you attend Summer School?	50	250	16⅔
Do you read professional magazines?	90	210	30
Do you make written lesson plans?	30	270	10

This table shows that of the 300 high school teachers furnishing answers to these questions, one-sixth attended Summer School in 1920, three-tenths read professional magazines, and one-tenth write lesson plans. *Does this indicate progressive scholarship and professional spirit?*

The average daily teaching time of South Carolina high school teachers is six 40-minute periods; a small number of teachers are required to teach only four periods a day; some are required to teach eight periods a day. The great majority teach five, six, or seven periods a day.

The annual salaries of South Carolina high school teachers range from $720 to $2600, the median being $945.

The average annual salary of South Carolina high school teachers is $1166.37

The annual salaries of high school principals range from $900. to $5400, the median being $2250.

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[1] For good reasons the Inspector did not secure this information from 29 of the 329 teachers whose instruction he observed.

The average annual salary of high school Principals in South Carolina is $1983.82

On the present salary basis, can South Carolina high school patrons expect a better trained, more experienced, more professionally inclined high school teaching staff to do the work indicated by "teaching load" and the "daily periods taught"?

HIGH SCHOOL ADMINISTRATION AND FINANCES.

In administration and finances the high schools of South Carolina are not separate and distinct from the elementary schools. Section 1812b. of the General School Law of South Carolina reads as follows:

"........If a single school district establish a high school, the Board of Trustees of such district shall be the High School Board of Trustees; and if any two or more districts establish a high school, the Board of Trustees of the district wherein the high school is located, together with the Chairman of each of the cooperating districts, shall constitute the High School Board of Trustees."

All the public High Schools of the State except the High School of Charleston are under the same Board of Trustees and Superintendent as are the elementary grades of their respective districts. In twenty-one school districts of the State the high school is administered as a separate unit, just as different grammar schools in the same system are administered as separate units.

The School Law of South Carolina does not require elementary school and high school finances to be kept separate and distinct and to be administered separately. Part of Section 1812g. of the General School Law reads as follows:

"....Any high school receiving aid under this Act shall first levy for current support a special tax of not less than four mills, which tax may be in addition to the fifteen-mill tax allowed under Section 1742 of the Code."

However, some school districts in the State operate their whole public school system, elementary grades and high school grades inclusive, on only a four-mill levy for current support, while other districts use 4/5 of a twelve-mills special levy for the support of their high schools alone, leaving the elementary grades to operate on the other one-fifth of the special levy, the State aid which may be prorated to the school system, and other sources of revenue. In short, all annual receipts of the school district supporting a high school are put in a common school fund from which all annual expenditures for the support of the school system, elementary grades and high school grades inclusive, are paid with no general effort to keep expenditures for the maintenance of the elementary grades and the high school grades separate. For this reason it is not possible to determine the annual per capita expenditure for the support of the high schools of the state. In trying to determine the annual per capita cost of the high school instruction and administration it was discovered that a large number of teachers who teach some high school periods, do some teaching in the elementary grades also, and that almost all of the men who administer the high school grades, administer the elementary grades of the school system also.

High School aid is pro-rated to South Carolina High Schools upon four bases:

1. The full amount paid by Trustees to lowest-salaried full-time high school teacher up to $100 per month. This amount may be duplicated by the State Board when a high school meets the requirements for a centralized high school.

2. An additional stipend of $5.00 per month may be paid any high school teacher returning for a second year's services, and a further additional stipend of $5.00 per month for a third year's services.

3. An allowance to the district of $250 for the year to a school with three full-time high school teachers, or $500 for the year to a school with four or more full-time high school teachers.

4. Whenever the enrollment in the high school grades averages more than fifteen per full-time high school teacher, the State Board may pay the high school $3.00 a month tuition for actual attendance of high school pupils in excess of this average for each high school pupil enrolling from outside of the high school district, or from outside the group of co-operating districts as provided under Section 1812c.

Upon these four bases the State Board of Education pro-rated $251,171.00 to the High Schools of the State for the scholastic year 1920-21.

TABLE 27.—Showing State Aid Pro-rated to 148 White High Schools for the Scholastic Year 1920-21.

County and School District	No. of District	Salary Allowance	Second or Third Year's Allowance	3 or 4 Teacher Allowance	Tuition Allowance	Total State Aid	Total for County
ABBEVILLE							
Abbeville	1	$900 00	$........	$500 00	$831 00	$2 231 00	
Due West	38	900 00	....	....	159 00	1 059 00	$3290 00
AIKEN							
Aiken	1	900 00	90 00	500 00	720 00	2 210 00	
Graniteville ...	22	900 00	90 00	250 00	....	1 240 00	
North Augusta	66	900 00	45 00	500 00	351 00	1 796 00	
Sally	47	800 00	....	....	....	800 00	
Wagner	60	900 00	....	250 00	324 00	1 474 00	7 520 00
ALLENDALE							
Allendale	22	900 00	....	250 00	219 00	1 369 00	
Fairfax	44	900 00	90 00	....	....	990 00	2 359 00
ANDERSON							
Anderson	17	900 00	90 00	500 00	1 197 00	2 687 00	
Belton	12	810 00	90 00	500 00	762 00	2 162 00	
Honea Path ..	34	900 00	....	500 00	972 00	2 372 00	
Iva	44	900 00	....	250 00	....	1 150 00	
Pelzer	22	900 00	90 00	250 00	285 00	1 525 00	
Pendleton	24	900 00	....	250 00	....	1 150 00	
Townville	1	900 00	....	....	....	900 00	
Williamston ...	20	900 00	....	....	30 00	930 00	12 876 00
BAMBERG							
Bamberg	14	900 00	90 00	500 00	213 00	1 703 00	
Denmark	21	900 00	....	250 00	189 00	1 339 00	
Ehrhardt Cen.	22	1 800 00	....	....	81 00	1 881 00	
Olar	8	900 00	....	....	51 00	951 00	5 874 00
BARNWELL							
Barnwell	45	900 00	....	250 00	135 00	1 285 00	
Blackville	19	900 00	....	250 00	78 00	1 228 00	
Williston	29	900 00	45 00	250 00	192 00	1 387 00	3 900 00
BEAUFORT							
Beaufort	1	900 00	90 00	500 00	444 00	1 934 00	1 934 00
CALHOUN							
Cameron	14	900 00	....	....	216 00	1 116 00	
St. Matthews .	8	900 00	....	500 00	405 00	1 805 00	2 921 00
CHARLESTON							
Charleston Boys'	....	900 00	90 00	500 00	1 116 00	2 606 00	
Memminger ...	....	900 00	90 00	500 00	1 536 00	3 026 00	5 632 00
CHEROKEE							
Blacksburg	9	900 00	45 00	250 00	135 00	1 330 00	
Gaffney	10	900 00	45 00	500 00	678 00	2 123 00	3 453 00
CHESTER							
Chester	1	900 00	....	500 00	567 00	1 967 00	
Rodman, CEN.	21	1 800 00	....	....	39 00	1 839 00	3 806 00
CHESTERFIELD							
Cheraw	Special	855 00	....	500 00	108 00	1 463 00	
Chesterfield ...	18	900 00	....	250 00	458 00	1 608 00	
Jefferson	9	900 00	....	250 00	....	1 150 00	
McBee	39	900 00	....	....	....	900 00	
Mt. Croghan ..	28	900 00	....	....	....	900 00	
Pageland, CEN.	43	1 800 00	45 00	250 00	204 00	2 299 00	
Ruby	29	900 00	....	250 00	....	1 150 00	9 470 00
CLARENDON							
Manning	9	900 00	....	500 00	70 00	2 270 00	
Pinewood	1	900 00	....	....	....	900 00	
Summerton ...	22	900 00	....	250 00	357 00	1 507 00	4 677 00

TABLE 27.—Showing State Aid Pro-rated to 148 White High Schools for the Scholastic Year 1920-21.—Continued.

County and School District	No. of District	Salary Allowance	Second or Third Year's Allowance	3 or 4 Teacher Allowance	Tuition Allowance	Total State Aid	Total for County
LANCASTER							
Heath Springs	38	900 00	....	250 00	306 00	1 456 00	
Kershaw	40	900 00	....	250 00	567 00	1 717 00	
LAURENS							
Lancaster	14	900 00	....	500 00	525 00	1 925 00	5 098 00
Clinton, Hunter	5	900 00	....	500 00	603 00	2 003 00	
Crs Hill X-Hill	13	900 00	....	....	162 00	1 062 00	
Gray Court - Owings, Dials	5	900 00	....	250 00	242 00	1 392 00	
Laurens, L'rens	11	900 00	....	500 00	1 398 00	2 798 00	7 255 00
LEE							
Bishopville	1	900 00	....	500 00	270 00	1 670 00	
Elliott	32	900 00	....	....	....	900 00	
Lynchburg	13	900 00	45 00	....	162 00	1 107 00	3 677 00
LEXINGTON							
Batesburg-Leesville, CEN. J'nt	18-15	1 800 00	....	500 00	642 00	2 942 00	
Chapin	66	800 00	....	....	600 00	1 400 00	
Lexington	1	900 00	....	250 00	651 00	1 801 00	
New Brookland	29	900 00	90 00	....	282 00	1 272 00	
Swansea	37	800 00	....	....	24 00	824 00	8 239 00
McCORMICK							
McCormick ...	4	900 00	....	....	387 00	1 287 00	
Plum Branch ..	24	900 00	....	....	....	900 00	2 187 00
MARION							
Brittons Neck,-CEN.	3	1 600 00	40 00	....	24 00	1 664 00	
Marion	20	900 00	....	500 00	536 00	1 936 00	
Mullins	16	900 00	....	500 00	582 00	1 982 00	
Rains, CEN.	11	1 600 00	....	....	24 00	1 624 00	7 206 00
MARLBORO							
Bennettsville ..	10	900 00	....	500 00	516 00	1 916 00	
Clio	9	900 00	....	500 00	108 00	1 508 00	
McColl.	12	900 00	....	250 00	417 00	1 567 00	4 991 00
NEWBERRY							
Little Mt. ...	30	900 00	....	....	324 00	1 224 00	
Newberry	1	900 00	90 00	500 00	513 00	2 003 00	
Prosperity. ..	14	900 00	....	....	435 00	1 335 00	
Whitmire	52	900 00	45 00	250 00	....	1 195 00	5 757 00
OCONEE							
Seneca	63	900 00	....	500 00	925 00	2 325 00	
Walhalla	26	900 00	90 00	500 00	612 00	2 102 00	
Westminister ..	17	900 00	....	500 00	537 00	1 937 00	6 364 00
ORANGEBURG							
Bowman	65	800 00	....	....	....	800 00	
Branchville	18	900 00	90 00	500 00	....	1 490 00	
Elloree	70	900 00	....	500 00	....	1 400 00	
Holly Hill ...	8	900 00	....	....	531 00	1 431 00	
North	34	900 00	45 00	250 00	....	1 195 00	
Norway	71	900 00	90 00	250 00	....	1 240 00	
Orangeburg ...	26	900 00	90 00	500 00	1 593 00	3 083 00	
Springfield	36	900 00	....	250 00	189 00	1 339 00	11 978 00
PICKENS							
Central	9	900 00	....	250 00	732 00	1 882 00	
Easley	13	900 00	....	500 00	999 00	2 399 00	
Liberty	11	900 00	63 00	250 00	162 00	1 375 00	
Pickens	31	900 00	....	250 00	954 00	2 104 00	7 760 00

TABLE 27.—Showing State Aid Pro-rated to 148 White High Schools for the Scholastic Year 1920-21.—Continued.

County and School District	No. of District	Salary Allowance	3 or 4 Teacher Allowance	Second or Third Year's Allowance	Tuition Allowance	Total State Aid	Total for County
COLLETON							
Walterboro ...	19	900 00	90 00	250 00	162 00	1 402 00	1 402 00
DARLINGTON							
Antioch	18	800 00	....	250 00	....	1 050 00	
Darlington	2	900 00	....	500 00	612 00	2 012 00	
Hartsville	32	900 00	....	500 00	174 00	1 574 00	
Lamar	6	900 00	....	....	216 00	1 116 00	5 752 00
DILLON							
Dillon	8	900 00	90 00	500 00	....	1 490 00	
Lake View	14	900 00	....	....	....	900 00	
Latta	20	850 00	....	500 00	....	1 350 00	3 740 00
DORCHESTER							
Harleyville CEN	9	1 800 00	45 00	....	....	1 845 00	
Ridgeville	12	900 00	....	....	....	900 00	
St. George	5	900 00	....	250 00	327 00	1 477 00	
Summerville .	18	900 00	....	250 00	453 00	1 603 00	5 825 00
EDGEFIELD							
Edgefield	25	900 00	45 00	250 00	102 00	1 297 00	
Johnston	11	900 00	90 00	500 00	696 00	2 186 00	3 483 00
FAIRFIELD							
Ridgway	16	900 00	....	....	....	900 00	
Winnsboro	14	900 00	90 00	250 00	243 00	1 483 00	2 383 00
FLORENCE							
Florence	1	900 00	....	500 00	477 00	1 877 00	
Lake City	47	900 00	....	500 00	423 00	1 823 00	
Olanta	21	900 00	....	250 00	72 00	1 222 00	
Timmonsville ..	16	900 00	....	250 00	330 00	1 480 00	6 402 00
GEORGETOWN							
Andrews	8 A	900 00	....	500 00	351 00	1 751 00	
Georgetown ...	5	900 00	90 00	500 00	180 00	1 670 00	
Rome	17	900 00	....	250 00	....	1 150 00	4 571 00
GREENVILLE							
Fountain Inn .	3 B	900 00	....	500 00	581 00	1 781 00	
Greenville	17	900 00	....	500 00	3 159 00	4 559 00	
Greer	9 H	900 00	90 00	500 00	1 146 00	2 636 00	
Simpsonville ..	5 D	900 00	....	500 00	1 170 00	2 570 00	11 546 00
GREENWOOD							
Greenwood	18	900 00	90 00	500 00	813 00	2 303 00	
Ninety-Six	15	900 00	....	250 00	108 00	1 258 00	3 561 00
HAMPTON							
Brunson	14	900 00	....	....	27 00	927 00	
Estill	18	900 00	....	500 00	....	1 400 00	
Hampton	15	900 00	....	250 00	969 00	2 119 00	4 446 00
HORRY							
Conway	19	900 00	....	500 00	405 00	1 805 00	
Loris	18	800 00	....	....	....	800 00	2 605 00
JASPER							
Ridgeland	1	900 00	....	....	126 00	1 026 00	1 026 00
KERSHAW							
Camden	1	900 00	45 00	500 00	573 00	2 018 00	2 018 00

TABLE 27.—Showing State Aid Pro-rated to 148 White High Schools for the Scholastic Year 1920-21.—Continued.

County and School District	No. of District	Salary Allowance	Second or Third Year's Allowance	3 or 4 Teacher Allowance	Tuition Allowance	Total State Aid	Total for County
RICHLAND							
Columbia	1	900 00	90 00	500 00	1 708 00	3 198 00	
Hyatt Park ...	2	900 00	....	500 00	255 00	1 655 00	4 853 00
SALUDA							
Ridge Spring	3	900 00	....	250 00	312 00	1 462 00	
Saluda	1	900 00	....	250 00	322 00	1 472 00	2 934 00
SPARTANBURG							
Campobello ...	49	900 00	....	....	603 00	1 503 00	
Chesnee	94	800 00	....	....	204 00	1 004 00	
Cowpens	50	900 00	....	250 00	189 00	1 339 00	
Cross Anchor	15	810 00	....	250 00	....	1 060 00	
Inman	26	800 00	....	....	276 00	1 076 00	
Landrum	45	900 00	....	....	165 00	1 065 00	
Pauline	20	800 00	....	....	....	800 90	
Spartanburg ..	34	900 00	90 00	500 00	1 596 00	3 086 00	
Woodruff	33	900 00	....	500 00	798 00	2 198 00	13 131 00
SUMTER							
Mayesville	18	900 00	....	....	54 00	954 00	
Sumter (Boys')	17	900 00	....	500 00	807 00	2 207 00	
Sumter (Girls')	17	900 00	....	500 00	1 122 00	2 522 00	5 683 00
UNION							
Jonesville	12	900 00	45 00	250 00	168 00	1 363 00	
Lockhart	15	900 00	....	....	45 00	945 00	
Union	11	900 00	90 00	500 00	459 00	1 949 00	4 257 00
WILLIAMSBURG							
Hemi'way CEN	12	1 800 00	45 00	500 00	....	2 345 00	
Johnsonville ...	15	900 00	....	....	....	900 00	
Kingstree	16	900 00	90 00	500 00	27 00	1 517 00	4 762 00
YORK							
Clover	36	800 00	....	250 00	219 00	1 269 00	
Fort Mill	28	900 00	....	500 00	....	1 400 00	
Rock Hill	12	900 00	....	500 00	903 00	2 303 00	
York	11	900 00	....	500 00	687 00	2 087 00	7 059 00
TOTALS--Schools	148	$138 725 00	$3 118 00	$41 750 00	$56 070 00	$239 663 00	$239 663 00

The sources of income upon which any school district depends for the support of its school system are as follows:

Poll tax
Three-mill constitutional tax
Dog tax
Special tax for current expenses
Special tax for bonds
State appropriation
Extra County aid
Other sources

The poll, dog, special and bond taxes are purely local, all of them being expended within the district where they are collected.

The 3-mill constitutional tax is a county tax and is pro-rated within the county to each school upon a basis of enrollment.

The extra county aid is a county fund which may be distributed to needy schools at the discretion of the County Board of Education.

The State appropriation to districts qualifying for high school aid may be distributed upon three considerations: First, the High School appropriation as described on page 139 of this Report; Second, the appropriation to relieve overcrowding in the elementary grades upon which the high schools are based, described on page 147. Third, the State and Federal aid to support teachers of Agriculture and Home Economics.

"Other sources" may include money realized from incidental fees, endowments, special gifts, etc.

TABLE 28—Showing Assessed Valuation, Special Tax for Current Expenses, Special Tax for Bonds, the 1920-21 Expenditure for Maintenance of Entire School System, and Total State Aid for Each of the 148 School Districts Supporting High Schools in South Carolina. 1

SCHOOL DISTRICT	Assessed Valuation	Special Levy for Current Expenses	Special Tax for Bonds	Total Expenditure for Maintenance of School System in 1920-21	Total State Aid.
Florence, 1	$ 3 925 991	24 mills	2 mills	$ 134 611	$ 1 877
Rodman, 21, Cen.	137 322	19 mills	– mills	9 055	1 839
Johnsonville, 15	146 280	19 mills	8 mills	9 081	3 281
Heath Springs, 38	159 645	19 mills	7 mills	9 821	4 248
Marion, 20	1 299 844	19 mills	4 mills	38 133	3 764
Walhalla, 26	598 570	19 mills	5 mills	20 129	4 922
Bowman, 65	272 890	19 mills	2 mills	7 726	800
Jonesville, 12	483 690	19 mills	2 mills	14 093	1 363
Rock Hill, 12	3 261 121	19 mills	5½ mills	104 194	3 090
York, 11	838 400	19 mills	– mills	23 648	3 761
McBee, 39	252 930	18½ mills	4½ mills	8 020	1 769
Darlington, 2	2 330 713	18 mills	4 mills	106 214	2 012
Latta, 20	711 049	18 mills	4 mills	22 390	2 696
Mayesville, 18	378 796	18 mills	2½ mills	9 185	954
Sumter, 17	4 500 000	17½ mills	3 mills	112 608	4 727[2]
Hartsville, 32	1 920 303	17 mills	8 mills	57 569	1 547
Timmonsville, 16	824 467	17 mills	2 mills	17 978	2 645
Mullins, 16	936 050	17 mills	5 mills	34 355	3 745
Springfield, 36	404 780	17 mills	4 mills	9 954	2 675
Gray Court-Owings Dials, 5	232 000	16½ mills	4 mills	10 061	4 580
Anderson, 17	6 163 025	16 mills	2 mills	198 370	2 687
Chesterfield, 18	412 400	16 mills	4½ mills	12 060	4 195
Jefferson, 9	248 580	16 mills	4 mills	12 480	4 100
Mt. Croghan, 28	176 710	16 mills	4 mills	7 416	2 865
Pageland, Cen. 43	267 920	16 mills	7½ mills	15 227	6 532
Ruby, 29	136 110	16 mills	4½ mills	9 199	4 248
Antioch, 18	461 265	16 mills	4½ mills	22 888	3 000
Lamar, 6	434 524	16 mills	5½ mills	12 387	1 116
St. George, 5	615 450	16 mills	6 mills	14 901	1 477
Greenville, 17	7 551 310	16 mills	6 mills	182 092	4 559
Conway, Burroughs,	796 571	16 mills	2 mills	26 649	2 637
Liberty, 11	756 322	16 mills	6 mills	18 373	1 375
Cross Anchor, 15	161 416	16 mills	– mills	8 534	4 699
Pendleton, Hunter,	502 985	15 mills	– mills	13 198	2 275
Bamberg, 14	900 000	15 mills	3 mills	20 661	1 703
Lake City, 47	1 102 539	15 mills	3 mills	20 768	3 244
Olanta, 21	293 768	15 mills	3 mills	13 384	4 224
Lancaster, 14	2 199 945	15 mills	– mills	38 387	1 925
Bennettsville, 10	1 686 270	15 mills	2½ mills	38 285	1 916
Norway, 71	360 640	15 mills	5 mills	7 307	2 986
Orangeburg, 26	3 140 700	15 mills	2 mills	56 728	5 477
Inman, 26	551 310	15 mills	4 mills	16 605	1 076
Union, 11	3 293 000	15 mills	1 mills	72 513	1 949
Fort Mill, 28	665 305	15 mills	5 mills	32 432	5 428
Ehrhardt, 22	241 636	14 mills	5 mills	7 494	1 881
Lake View, 14	324 482	14 mills	4 mills	9 145	900
Rome, Wilson, 17 & 24	288 615	14 mills	– mills	2 670	1 150
Greer, 9-II	967 645	14 mills	2 mills	26 691	5 376
Ninety-Six, 13	754 390	14 mills	2 mills	16 159	1 250
Prosperity, 14	416 605	14 mills	2 mills	8 277	1 335
Ridge Spring, 3	518 432	14 mills	2 mills	10 385	1 462
Cowpens, 50	380 008	14 mills	2 mills	10 424	1 339
Woodruff, 33	960 507	14 mills	2½ mills	24 259	4 539
Kingstree, 16	966 140	14 mills	– mills	17 959	2 961
Georgetown, Winyah, 5	2 118 000	13½ mills	1¼ mills	36 409	1 670
Townville, 1	155 755	13 mills	4 mills	6 355	2 912

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1. The arrangement is in rank order according to amount of Special Levy for Current Expenses. Cents Column omitted in columns 4 and 5.

2. Amount includes Sumter Boys' and Girls' High Schools.

TABLE 28—Showing Assessed Vaulation, Special Tax for Current Expenses, Special Tax for Bonds, the 1920-21 Expenditure for Maintenance of Entire School System, and Total State Aid for Each of the 148 School Districts Supporting High Schools in South Carolina.—Continued.

SCHOOL DISTRICT	Assessed Valuation	Special Levy for Current Expenses	Special Tax for Bonds	Total Expenditure for Maintenance of School System in 1920-21	Total State Aid.
Charleston, 20	24 927 843	13 mills	1 mills		
Boys' High School				43 878	2 606
Memminger-Girls				328 366	3 386
Holly Hill, 8	548 720	13 mills	2 mills	12 283	1 431
Cross Hill, 13	229 060	12½ mills	2½ mills	5 428	1 062
Abbeville, 22	1 557 736	12 mills	2 mills	34 125	2 231
Due West, 38	332 175	12 mills	– mills	8 246	1 059
Cameron, 14	383 630	12 mills	2½ mills	8 881	1 116
Chester, 1	2 699 316	12 mills	2 mills	71 324	1 967
Cheraw, (Spcl)	1 378 590	12 mills	4 mills	30 086	1 463
Manning, 9	915 798	12 mills	4¾ mills	17 496	2 270
Pinewood, 1	517 265	12 mills	3 mills	11 397	900
Walterboro, 19	711 400	12 mills	– mills	22 065	3 016
Dillon, 8	1 198 498	12 mills	6 mills	36 102	3 140
Harleyville, 9	210 340	12 mills	3 mills	5 481	1 845
Summerville, 18	966 999	12 mills	2 mills	18 318	1 603
Ridgeway, 16	405 842	12 mills	3 mills	7 046	900
Johnston, 11	738 910	12 mills	3 mills	14 412	2 186
Winnsboro, Mt. Zion	1 255 872	12 mills	– mills	20 130	1 483
Greenwood, 18	4 204 665	12 mills	2 mills	79 536	2 303
Simpsonville, 5 D.	501 870	12 mills	10 mills	21 555	5 200
Hamton, 15	306 982	12 mills	– mills	8 031	
Varnville, 16, Co-operating	252 573	12 mills	– mills	6 251	2 119
Loris,	159 930	12 mills	– mills	7 303	2 326
Batesburg-Leesville, 15-18	1 052 040	12 mills	– mills	32 834	5 192
New Brookland, 29	606 125	12 mills	4 mills	13 512	2 381
Swansea, 37	35 656	12 mills	4 mills	6 237	1 227
Britton's Neck, 3	159 200	12 mills	– mills	5 562	3 870
Rains, 11	112 565	12 mills	– mills	4 036	2 729
McColl, 12	850 000	12 mills	6 mills	25 090	1 567
Newberry, 1	2 782 260	12 mills	3 mills	47 880	3 563
Elloree, 70	502 580	12 mills	6 mills	10 964	2 059
North, 36	413 160	12 mills	4 mills	7 942	1 948
Easley, 13	1 123 576	12 mills	3½ mills	31 948	10 590
Saluda, 1	483 696	12 mills	8½ mills	13 309	3 020
Chesnee, 94	468 814	12 mills	3½ mills	11 184	1 004
Landrum, 45	315 755	12 mills	2 mills	10 472	3 610
Hemingway, 12	355 530	12 mills	6 mills	16 995	7 531
Jonesville, 15	146 820	12 mills	8 mills		3 283
Clover, 37	718 834	12 mills	2½ mills	13 500	1 269
Williston, 29	463 222	11 mills	4 mills	13 744	1 387
Blacksburg, 9	588 655	11 mills	2 mills	13 791	1 330
Gaffney, 10	2 899 424	11 mills	2½ mills	68 263	2 123
Summerton, 22	464 860	11 mills	5 mills	8 090	1 507
Kershaw, 40	343 665	11 mills	– mills	22 694	3 052
Clinton, Hunter, 5	1 479 560	11 mills	3½ mills	29 614	2 003
Whitmire, 52	997 000	11 mills	4 mills	14 749	1 195
Columbia, 1	16 310 275	11 mills	1½ mills	315 780	3 558
Spartanburg, 34	10 810 712	11 mills	3 mills	159 104	3 086
Denmark, 21	900 560	10½ mills	5½ mills	18 271	1 339
Barnwell, 45	789 118	10½ mills	4½ mills	22 025	1 285
Wagener, 60	302 319	10 mills	4 mills	8 516	3 124
Iva, 44	554 760	10 mills	4½ mills	31 782	1 150
Williamson, 20	604 810	10 mills	2 mills	14 417	2 941
Edgefield, 25	754 170	10 mills	– mills	11 824	1 297
Fountain Inn, 3 B	700 000	10 mills	10 mills	16 781	4 882
Brunson, 14	343 322	10 mills	3 mills	9 289	1 287
Estill, 18	630 700	10 mills	3 mills	13 525	2 850
Ridgeland, 1	510 047	10 mills	2½ mills	9 630	1 026
Laurens, 11	1 500 000	10 mills	2½ mills	30 493	5 273
Bishopville, 1	1 057 920	10 mills	4 mills	28 209	1 670
Lexington, 1	574 840	10 mills	10 mills	10 804	1 801
McCormick, 4	692 150	10 mills	3 mills	15 032	1 287

TABLE 28—Showing Assessed Vaulation, Special Tax for Current Expenses, Special Tax for Bonds, the 1920-21 Expenditure for Maintenance of Entire School System, and Total State Aid for Each of the 148 School Districts Supporting High Schools in South Carolina.—Continued.

SCHOOL DISTRICT	Assessed Valuation	Special Levy for Current Expenses	Special Tax for Bonds	Total Expenditure for Maintenance of School System in 1920-21.	Total State Aid.
Plum Branch, 24	332 135	10 mills	– mills	7 520	1 986
Clio, 9	625 676	10 mills	6 mills	14 552	2 879
Little Mountain, 30	109 820	10 mills	2 mills	6 483	3 848
Pickens, 31	207 217	10 mills	5 mills	8,482	3 337
Hyatt Park	204 543	10 mills	1½ mills	37 683	1 655
Campobello, 49	220 318	10 mills	9 mills	9 000	2 756
Honea Path, Gantt, 34	937 630	9 mills	3 mills	20 599	2 372
Seneca, 63	960 900	9 mills	2 mills	20 518	3 825
Westminster, 17	796 660	9 mills	2 mills	20 599	6 820
Allendale, 22	511 600	8½ mills	3½ mills	18 639	2 104
North Augusta, 66	738 672	8 mills	4 mills	14 750	1 796
Sally, 47	266 392	8 mills	– mills	3 928	800
Beaufort, 1	1 684 510	8 mills	1 mills	27 450	1 934
Ridgeville, 12	328 750	8 mills	4 mills	4 700	900
Elliott, 32	489 816	8 mills	3 mills	11 320	900
Lynchburg, 13	516 586	8 mills	2 mills	10 679	1 107
Branchville, 18	548 920	8 mills	2 mills	12 648	1 490
Central, 9	465 384	8 mills	– mills	12 730	2 496
Pauline, 20	128 650	8 mills	– mills	5 669	2 419
Belton, 12	1 377 040	7 mills	– mills	18 808	2 162
Blackville, 19	762 250	7 mills	4 mills	19 507	1 228
St. Matthews, 8	1 127 910	7 mills	2½ mills	18 648	1 805
Camden, 1	2 424 283	7 mills	1 mills	30 830	2 018
Graniteville, 22	1 444 000	6 mills	– mills	16 628	1 240
Andrews, Rosemary, 8a	700 000	6 mills	6 mills	25 161	2 938
Chapin, 66	15 911	6 mills	3 mills	3 280	1 400
Fairfax, 44	387 530	5½ mills	2½ mills	8 692	990
Aiken, 1	2 195 992	5 mills	– mills	17 339	2 210
Olar, 8	376 390	5 mills	4 mills	6 006	951
Pelzer, 22	1 096 540	4 mills	– mills	21 076	1 525
Lockhart, 15	633 490	4 mills	– mills	10 063	945

A study of the above table shows that a very large per cent of the finances for the support of school systems in districts supporting High Schools comes from the local community.

The law to relieve overcrowding of pupils in the elementary grades of state aided high schools and for authorizing adequate teaching corps for such elementary grades provides aid for school districts supporting high schools if they levy a 10-mill tax for teachers' salaries; have an enrollment of not less than fifty nor fewer than 25 in each class-room under each teacher in the seven elementary grades; and maintain an average monthly attendance of at least 15 pupils in each elementary class room. To participate in this State aid the high school district must levy at least 15 mills in order to have 10 mills to be used for the exclusive purpase of paying the teachers' salaries after supervision, fuel, supplies, insurance, and up-keep are paid for.

The authorized schedule of elementary teachers' salaries in schools qualifying for this state aid are as follows:

$90.00 per month for first grade certificate
$75.00 per month for second grade certificate
$60.00 per month for third grade certificate

Salaries in excess of this schedule must be paid from a higher rate of local taxation. In the school year 1920-21 the following schools qualified under this law for the amount of aid opposite their names:

School:	Amount:
Townville	$2011.68
Williamston	2011.20
Jefferson	1938.93
Chesterfield	2587.34
Mt. Croghan	1965.80
Ruby	3098.15
McBee	1769.20
Pageland	3873.30
Walterboro	1613.85
Latta	277.06
Olanta	1910.07
Fountain Inn	3101.00
Simpsonville	1144.90
Greer	848.10
Loris	1526.24
Conway	831.99
Heath Springs	1496.10
Kershaw	975.33
Gray Court-Owings	2063.09
New Brookland	1109.41
Swansea	43.02
Plum Branch	1086.00
Britton's Neck	1845.70
Rains	1104.55
Mullins	525.10
Little Mountain	2264.06
Westminster	3023.00
Walhalla	1470.70
North	753.38
Springfield	1336.50

Elloree	68.39
Norway	564.75
Central	614.55
Easley	5716.17
Pickens	1233.09
Saluda	1547.64
Cross Anchor	2605.53
Pauline	1619.50
Woodruff	320.55
Landrum	2544.72
Campobello	1252.65
Hemingway	3476.20
Johnsonville	2381.60
Fort Mill	1928.00
York	1674.00

While 45 high school districts qualified for this state aid, 103 did not qualify for it. Since one of the great handicaps of the high schools is the poor prepartion of the elementary pupils promoted to the high schools, and since the elementary teachers with overcrowded class-rooms cannot be expected to impart thorough instruction, would it not be profitable for the state to make provision for assuring an adequate teaching corps for the elementary grades of every state-aided high school in the state? This aid is especially helpful to districts with low property valuations and large populations of white children.

High School Problems and Suggestions for the Future.

On the final report made by high school administrators of the state, space was provided in which each high school principal was requested to report special progress for the year, his special problems in high school administration, and how the Inspector could be of most help to the administrator in the future. In replying most of the principals failed to make reports of 1920-21 progress but they gave free expression to what they considered their problems and how the High School Inspector can aid them in the future.

With the problems mentioned by the greatest number of principals at the top of the list and the one mentioned by the second greatest number coming second in the list, these problems reported by the principals are given below:

1 Lack of funds.

2 Inadequate housing facilities.

3 Inadequate equipment.

4 Not enough teachers to teach pupils in attendance.

5 Need of reorganization of course of study.

6 Lack of time for supervision.

7 More hours in the school day needed.

8 Colleges break up 11th grades by admitting 10th grade pupils.

9 Teachers resign without due notice.

10 Teachers change too often.

11 Teachers not properly trained.

12 Lack of playground space.

13 When children reach the age of 14 years they drop out of school.

Ranking the suggestions as to how the High School Inspector could be of greatest service to the high school principals in the future, with the suggestion made by the greatest number of principals placed at the top of the list and the suggestion made by the smallest number placed at the bottom of the list, the others distributing themselves according to rank order, the suggestions follow:

1 Help with building program.

2 Make lists of required science apparatus.

3 Work out new courses of study.

4 Hold district conferences for high school principals and teachers.

5 Issue monthly bulletin giving high school news.

6 Issue bulletin showing how to buy books and run a high school library.

7 Pay frequent visits.

PART TWO[1].

TABLE 29.—Showing Number of School Districts Supporting Colored High Schools, Number of Teachers in Each Colored High School, Number of Pupils Enrolled in Each, Number of High School Grades in Each, and Amount of State Aid Allowed Each.

School District	Number of Teachers	Enrollment	Number of of Years	Amount of State Aid
Anderson	5	28	3	$905 00
Beaufort	4	38	3	925 00
Columbia	6	146	3	1 500 00
Darlington	2	28	3	669 00
Florence	4	38	3	1 175 00
Georgetown	3	61	3	927 00
Marion	4	33	3	750 00
Newberry	3	65	3	1 363 00
Rock Hill	3	36	3	573 00
Sumter	4	60	4	2 105 00
Union	2	47	3	616 00
Total Schools, 11	40	580		$11 508 00

The eleven high schools for colored pupils follow the same courses of study that the white children follow. In every one of the colored high schools Algebra is offered and in all except two Latin is offered. In only 7 of them is Home Economics offered to the girls. In only two of them is there any course other than history, English, Latin, mathematics, and science offered to the boys.

The High School Inspector visited only two colored High schools in 1920-21. One of these he found to be a very satisfactory institution. The school plant, including equipment, was adequate for the needs of the school. The quality of instruction, especially in community civics, cooking, sewing, and manual training, was of a high order and the administration was progressive and efficient.

The other school was poorly housed, poorly taught, and poorly administered.

The High School Inspector's contact with the colored high schools during the year suggested this question: *To what extent should the organization, administration and course of study of white and colored schools be the same?*

ACKNOWLEDGMENTS.

The High School Inspector acknowledges with thanks and appreciation the helpful co-operation given him in the administration of the high schools of the state by the State Superintendent of Education, County Superintendents of Education, City Superintendents, High School Principals and teachers, and College Presidents, and their faculties.

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[1] Part Two has to do with High Schools for colored pupils only.

Respectfully submitted,

B. L. PARKINSON,
High School Inspector.

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